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ABSTRACT

This booklet is designed to assist committee members in planning the instructional program for a new Lutheran high school. Suggestions are offered for developing both the general statement of purpose and specific statements of goals for the school. Guidelines are given for identifying sources for obtaining staff members and setting salary schedules for the teaching staff. (Author/MLF)

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PLANNING FOR LUTHERAN HIGH SCHOOLS

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Resources for Instruction Planning

Part One — Dynamics of Curriculum Development

Part Two — Staff Recruiting and Selection Procedures

Part Three — Guidelines for Establishing a Compensation Program

EA 011 481

Lutheran schools in America are flourishing. This is particularly true of Lutheran secondary schools.

Many Lutheran communities are currently conducting feasibility studies to the end that they too might have a Lutheran high school for their young people. The need for materials to help Lutheran communities conduct feasibility studies and make responsible educational decisions has become quite urgent.

Through the coordinating efforts and generous financial help of the Aid Association of Lutherans, representatives of the education offices and high school associations of the Wisconsin Evangelical Lutheran Synod and The Lutheran Church-Missouri Synod have combined their efforts in the development of the *Planning for Lutheran High Schools* materials.

The *Planning for Lutheran High Schools* resources have been designed to aid Lutheran communities assess the feasibility of a high school for their young people and make plans and responsible decisions for the establishment of a school. Resource materials are also designed to assist existing schools in their ongoing operation. Consultants, experienced in the administration of Lutheran secondary education, are available to help communities use these materials. Arrangements for consultants should be made through the respective synodical education office.

The work of the following educators is herewith gratefully acknowledged: Project Director: Martin Wessler; Consultants: Neal Meitler, Al Senske; Contributors: Edward Bertram, Ray Halm, Carl Kahlfeldt, Robert Krause, Victor Peper, David Rohde, Marlin Schulz, Robert Storm, Robert Voss, Richard Wallace.

These materials are dedicated to the glory of God for the extension of Lutheran secondary education.

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RESOURCES FOR INSTRUCTION PLANNING

PART ONE: DYNAMICS OF CURRICULUM DEVELOPMENT

INTRODUCTION

In the broad sense of the word, curriculum is comprised of all the learning experiences provided by a school for its students. Schools design curricula to meet specific goals. The curriculum of a Lutheran high school should be designed to help young people reach their individual potential as children of God. Beneath this overarching goal, specific goal statements regarding each aspect of the educational process must be adopted. Once the general and specific goals have been agreed upon, the elements of the curriculum can be considered. The first task of your subcommittee includes these two steps:

Step one: Develop the general statement of purpose for the school -- The Lutheran High School Philosophy

Step two: Develop specific statements of goals for the school.

STEP ONE - THE STATEMENT OF SCHOOL PURPOSE

As is true with so many tasks, the first step for your committee is the most important. Every curricular decision which needs to be made in the months and years ahead will be guided by the initial statement of philosophy designed by your subcommittee. In addition to providing the scope and dimension for course offerings, the general Lutheran High School Philosophy will establish the tone for the school setting. Faculty will be called who, in addition to being competent instructors, also possess a personal philosophy compatible with your statement of school philosophy. Future policies and procedures for the handling of students will also stem from your school philosophy.

An excellent beginning point for this first step will be to review your Statement of Purpose as suggested in Step Two of H01. Also, examine the sample Lutheran High School Philosophy provided in H06, page 13. For your convenience this portion of the H06 document is repeated below. (Since the Steering Committee was encouraged to develop a statement of philosophy and goals as the constitution was prepared, this phase of your assignment may only need to be reviewed or refined by you.)

LUTHERAN HIGH SCHOOL PHILOSOPHY

_____ Lutheran High School's philosophy of education is based upon the Holy Scriptures as the Word of God and centers in Jesus Christ to whom all Scriptures bear witness. The primary purpose is to provide the opportunity for students to find identity, meaning, purpose, and power for their life in Christ by growing in grace and in their knowledge of Him as their Lord and Savior (2 Peter 3:18). Faith in Christ finds fruitful expression in life: therefore, Christian education is designed to help the students live out that view of life in unselfish Christian service in their world.

_____ Lutheran High School provides a unique educational environment in which the fellowship of believers is encouraged by the Word in the yielding of their lives to Jesus Christ as Lord and Savior. The role of the student is to develop his God-given gifts and abilities so that he may be equipped for his life of good works which God has already prepared for him to do (Ephesians 2:10). The role of the faculty is to minister to the students. Such a ministry requires spiritually mature and academically qualified faculty members who are continually open to the Word of the Holy Spirit.

In this Lutheran setting we view all knowledge and learning as potential channels for God's power and grace. The curriculum of _____ Lutheran High School is determined by the requirements of a complex and changing society, by the needs and aptitudes of the individual student, and by the spirit and substance of the Gospel of Christ. Students are given the opportu-

nity to develop not only individual talents, but also the skills and attitudes to make thoughtful Christian decisions and take positive Christian action as they live out their varying roles in society as the people of God.

Your subcommittee may accept the sample statement or may modify the statement as you see fit. Please notice that the Lutheran High School Philosophy should include your view of God's children and education. The statement describes in broad terms the elements of Christian education.

STEP TWO - GOALS OF THE SCHOOL

Once again it is suggested that the subcommittee begin by thoroughly examining the sample Lutheran High School Goals provided by HO6, page 14. Again for your convenience, these goals are duplicated.

LUTHERAN HIGH SCHOOL GOALS

_____ *Lutheran High school will endeavor to maintain an educational environment so that each student through the Word and Spirit may know God and His seeking and forgiving love in Christ, respond in faith and love, and identify himself as a child of God, a member of Christ's Body, and as such:*

1. *appreciate and use the Means of Grace*
2. *become an active, innovative participant in the programs of the parish*
3. *witness to Christ by word and deed*
4. *become a responsible citizen who is capable of independent thought*
5. *be sincerely concerned about the social needs of others*
6. *grow in self-understanding*
7. *develop proper attitudes toward work and the willingness and ability to adjust as conditions change*
8. *develop a satisfactory competence in the literary skills*
9. *develop work habits and skills necessary for creative thinking*
10. *develop physical skills necessary for performing creative and practical activities*
11. *develop creative ability and aesthetic appreciation*
12. *continue in the quest for knowledge and development of mental abilities*
13. *continue a program of physical activity for the purpose of maintaining a fit body*
14. *participate in worthwhile and God-pleasing leisure time activities*
15. *relate responsibly to God's whole creation while living in the Christian hope*

In order to test the goals you are considering, ask yourselves these questions:

1. Do the goals satisfy your desire for the school's role in developing spiritual growth within the adolescent?
2. Do the goals adequately cover the adolescent's needs for physical development and training?
3. Do the goals adequately provide for proper emotional growth experiences?
4. If the graduate meets the intellectual (academic) goals of our school, will you be satisfied?

You will immediately notice in the sample goals that they describe desirable characteristics for the Lutheran high school graduate rather than specifying which courses the school should teach. This is a highly important point. Your task is to establish what the school is to accomplish rather than to make statements about processes. In short, you are saying that you hold the school responsible to provide educational experiences which will enable the graduate to meet each of your goals. This represents the first step toward accountability and quality control. Your committee will do well to avoid making specific recommendations regarding what will be taught and how it will be taught. You will be calling professional educators to develop the detailed curriculum design. They are people especially trained to design educational experiences calculated to meet the goals you have specified. <u>Do the job of setting goals very carefully and then hold the faculty responsible for meeting your expectations</u>.

In view of the importance of your assignment, it is suggested that you seek the involvement of a cross section of the Lutheran high school constituency for the purpose of initially screening the school philosophy and goals. Included among the participants should be pastors, elementary teachers, parents, district officials, and Lutheran youth of an age which you will be serving. Adults from the twenty-to-thirty-year-old age bracket will provide important insights from their recent high school experiences. In addition, you are encouraged to make significant use of your Secondary school consultant and are welcome to contact Synod's education executives.

Carefully designing the procedure whereby the Philosophy and Goals may be officially adopted will save many hours of work. The following outline is offered as a suggested procedure:

1. Each subcommittee member is asked to study the sample documents. (H06)
2. Following a discussion, the subcommittee members should vote to decide whether to adopt, modify, or cast aside the samples.
3. If the vote is to adopt, proceed to point 6.
4. If the vote is to modify, each individual sentence should be read aloud and recommended changes called for. This procedure is followed until all of the statements are satisfactory.
5. If the vote is to cast the samples aside and begin anew, it is recommended that one person be assigned to write an initial draft with which the group can follow step four (4) at the next meeting.
6. Once the subcommittee is satisfied, a copy of the documents should be mailed, together with an invitation to a meeting, to all those whom the committee wishes to have participate in considering the Philosophy and Goals.
7. The large group may have to meet only once. The chairman should be careful in his opening remarks to spell out the assignment of the evening -- "We are here to establish Philosophy and Goals, not to decide whether the high school will teach shop or advanced theory in music."
8. The members of the large group should be invited to make comments on any and all points, but should not vote on the documents. Have a secretary record all comments made during the meeting.
9. The subcommittee can subsequently address itself to the comments received at the large meeting and finally recommend a finished document to the Steering Committee for adoption.

HOW LEARNING OCCURS IN THE CONTEXT OF CHRISTIAN EDUCATION

Curriculum must be structured to meet the needs of students. First, the student is aided in discovering himself as a person. He is led to analize his thoughts and actions and to explain honestly why he does what he does. This discovery results in a more positive feeling for himself by the student. Secondly, Christian education leads the student to define his relationship to his Savior. To comprehend and understand himself as a unique creation of God gives meaning to his life. He will learn that God first loved him despite all of his weaknesses. We are made of God -- not of ourselves or anyone else, and all that God does is good and is done with a purpose. Thirdly, Christian education leads the student to define his relationship with others. The student must be able to see everyone around him as a gift of God. The student will begin to see that his attitudes and actions to other persons must be framed in God's love for himself.

The first phases of discovery and definition move forward as the student develops mentally, physically, aesthetically, spiritually, and socially. The high school is not a vacuum but a "workshop." Constructive activity is constant. The student is learning new ideas and facts in his classrooms. He is growing older with each passing day and year. The overall result is a maturing young person who is growing in knowledge of the world and his Savior. The student is able to practice "living Christianity" in a workshop where mistakes are corrected and forgiven, and the form of the Christian life is shaped and reshaped as the growth continues. Finally, the student comes to demonstrate an understanding and acceptance of what he has learned. His lifestyle radiates the first prerequisite to "love the Lord thy God with all thy heart, soul, and mind" and then "love thy neighbor as thyself."

Curriculum allows the student to put attitudes and words into actions. Many goals require intraschool actions, but the curriculum may also allow for service outside of the school as an expression of gratitude to a loving Savior and to one's fellowmen. Remember that students reach different levels of growth at different times. The school's purpose is to provide the environment for students at different levels to continue to develop at their varying rates of growth while demonstrating their knowledge of Jesus Christ as Savior.

THE CURRICULUM OF THE FIRST YEAR

The next phase of your subcommittee's work entails the designing of the classroom and out-of-classroom activities for the school's first year of operation. Remember that everything you design, whether chapel program, athletic teams, or courses of study, must derive from your Lutheran High School Philosophy and Goals. Together with your Secondary school consultant, your subcommittee should undertake the following steps:

Step one: Obtain a handbook from your State Department of Education and carefully prepare a list of the number of credits in each academic area and any specific courses in these areas required for graduation in your State.

Step two: Obtain a copy of the recommendations of the accrediting agency in your area, such as the North Central Association, Southern Association, etc. Make a list of their recommendations following the same form used in listing the State requirements (#1 above).

Step three: Make a list of the courses that your community expects to be offered.

Step four: Ask your consultant to share with the subcommittee examples of full curricula from various existing Lutheran high schools.

Step five: Compare the lists from the State Department of Education, the accrediting agency, existing Lutheran high schools, and your community.

Step six: Draft a composite list of courses you intend to offer in your school. Remember quality stems not only from course offerings but also from the nature of instruction. It is recommended that you preface your list of courses with a paragraph denoting the teacher-student and student-student relationships which you deem desirable in the classroom. Your list will now allow for planning the number of staff needed and the equipment you will have to have.

Step seven: Identify any of your goals which have not been met and re-evaluate your curricular and cocurricular offerings. Remember, not all goals have to be met with the first-year curriculum. The remaining sophomore, junior, and senior years will focus on goals not achieved in the freshman year.

Step eight: Can you afford financially to offer the curriculum you have outlined?

In addition to the decisions which your subcommittee has made so far, you will want to determine:

1. The number of class sections - It is recommended that the number of students in a classroom be held to a 25:1 ratio wherever possible. Some laboratory courses may have to be smaller, and occasionally a "lecture type" course may be larger. A good rule of thumb, once your school is under way, is this: Classes with less than 18 students are too expensive. Classes with more than 35 students may be unproductive, with exceptions such as choir. An efficient and economically sound ratio for total professional staff and students is 18:1.
2. The class schedule - Your State Department of Education and your accrediting agency will help you determine the required number of class hours. The schedule is very important to students and faculty and should be planned with both in mind. The nature of your facility may affect the scheduling of classes.
3. The school calendar - Contact the Lutheran elementary schools and public schools for copies of their calendars. Your constituency will appreciate coordinated calendar plans. Remember, a minimum number of school days may be required by state law.
4. The equipment needed - Much of your equipment may be available from community sources at little or no cost. Contact the congregations and public schools. The "want ads" of the Lutheran Witness may occasionally lead you to material which is available for the cost of shipping.
5. The number of teachers needed - Utilizing the ratios stated above, determine the number of faculty you will need to begin. You will find part-time teachers available in the community. Do not use people who have not been adequately trained to teach; the results are often counter-productive.

It is important that your subcommittee work these matters out with your consultant. He has the experience to help avoid mistakes. Remember too that many of the above decisions will need to be shared with other subcommittees.

THE ENROLLMENT BROCHURE

The Enrollment Subcommittee is charged with the responsibility of writing a recruitment brochure. Your subcommittee can help by supplying the following information to the Enrollment Subcommittee:

1. A brief statement of what your school will be. Do not hesitate to advertise the unique character of Christian education.
2. A listing of your offerings, curricular and cocurricular. Remember, you are attempting to capture the support of parents and teenagers. Your consultant can share with you examples of brochures from existing schools. These materials may suggest good ideas for you.

PROJECTING AN INSTRUCTIONAL BUDGET

At all times during planning sessions for actual curricular and cocurricular offerings, it is important that your subcommittee keep costs in mind. Some course offerings are far more expensive than others. Chemistry costs a high school far more than physics, and physics costs more than English. The same variation in costs can be anticipated in cocurricular offerings: football is so expensive that many colleges and some high schools have switched to soccer, a relatively inexpensive sport. Soccer, however, costs more than an art club, and so on.

Part II of this document deals with staffing and personnel. Here, too, budget considerations are very important.

The Finance Subcommittee is putting together the actual budget. Your subcommittee must keep the Finance Subcommittee closely informed of your plans so that their work will be reliable. In this way you will not be planning an offering for which no money is budgeted. Likewise, it is important for the Site and Facility Subcommittee to keep your committee informed so that your curricular plans will fit well with the sites which are being considered.

A PLAN OF ACTION

The stage has now been set by your subcommittee. It is advisable that the next steps be taken by the person who will be the administrator of the school. His leadership will enhance your efforts.

1. Obtain a file of available personnel. (See Staff Recruiting and Selection Procedures, Document H12, Part Two). Applications should be secured from persons interested in working with this new adventure. The file of potential teaching prospects can now become viable when a date has been determined for the opening of school. You will also know the number of teachers needed and the salary and benefits which you will be able to offer to those person(s) whom you wish to call. The actual selection and recommendation of staff should be done by the administrator of your school. No other person can adequately do this task.
2. A publication should be prepared which lists the educational objectives of the school and lists the courses and activities which will be offered to achieve these objectives. This publication should contain a description of the distinctive quality of Lutheran high school education, its philosophy and goals. Include specific information regarding enrollment, grade levels being considered, course offerings, extracurricular activities, tuition, transportation, and other miscellaneous information.
3. Applications should be received from prospective students with deposit. From this point forward, constant communication must be maintained between various committees so that all aspects are coordinated. Your administrator will help this to happen naturally.
4. Teachers should be called by the Board of Directors upon recommendation of the administrator. These persons should immediately begin developing course outlines which list the objectives of a course in coordination with the instructional objectives of the school.
5. Meetings should be held with the parents and students to assist them in understanding the overall program and the selection of courses. It is imperative to share with parents the long-range plan of curriculum development at this time. The school calendar should also be presented.
6. Materials and equipment for courses to be offered should be ordered in conjunction with the budget figures already determined.

7. The working together of the administrator and the staff now moves forward. The myriad aspects of opening a school take further form. Faculty should be involved in ongoing meetings with parents and students. This form of communication will bring forth a feeling of cooperation between the home and the school. Adjustments to curriculum activities and/or the calendar may be accomplished as long as no major changes are made which will jeopardize the legal requirements of the school.
8. Students and parents should be involved as much as possible. This will draw the school community close to the school and a feeling of personal interest will develop.

A CONTINUING OPERATION

A system should be initiated within the first year whereby the curriculum expansion and development can involve the students, faculty, and parents. This program of expansion may not be elaborate and is dependent to a large degree upon the availability of staff, rooms, and equipment.

1. The faculty has the prime responsibility for suggesting curricular changes. Course outlines must be developed for those courses which will be offered the following year.
2. A calendar is developed and given to all faculty members making them aware of the deadlines for submitting curricular changes and the further steps required, if the suggested changes are approved by the administrator. These suggestions, including any unusual budget expenditures, should be shared with the administrator prior to November 1 for the following year.
3. A simple course description for approved courses must be in the main office by November 15. This description should contain the objectives of the course, units to be covered, materials needed, prerequisites, and costs.
4. A Course Description booklet may be developed which describes all courses to be offered. This booklet should contain an introduction which presents the overall philosophy of curriculum planning. This booklet should also contain a description of each course that is being considered for the following year.
5. The Course Description booklet and course selection work sheets are shared with the students prior to the Christmas break for survey purposes. This should be done in classroom groupings so that adequate time can be spent with the students in answering their questions and explaining the importance of the system. It is suggested that the administrator take a direct part in this survey so that he can respond to the students' questions, explaining limitations of budget, state laws, etc. During the session students are to complete the worksheet, indicating courses they wish to take during the following year. Students should also be allowed to indicate courses not on the list which they would like to see offered.
6. A tally is made of these sheets and the administrator determines which courses can be taught the following year. If there is a great deal of flexibility in offerings, it may be necessary to repeat step five again in January and to indicate the courses which have been dropped and/or added as a result of the initial survey.
7. This revised course listing can be used during scheduled visits to the Lutheran elementary schools to help the 8th grade students visualize the high school curriculum. These materials can also be used during the pre-registration nights.
8. The number of teachers needed can be determined from the survey information and a preliminary master schedule developed by February 15. It may be that the number of incoming freshmen cannot be determined by this early date, but a prediction should be possible using information from previous years. (H08, Enrollment Projections).
9. Current students are called in for counseling and their choices discussed. A final schedule is determined for each student. Although this procedure seems complex and time consuming, it is both exciting and valuable. Students begin to see the concern that the school has for them and the school's willingness to share with them the planning of academic development. This sharing can make the curricular program come alive.
10. Course outlines are developed by the staff as soon as it has been determined that a course will be offered. These outlines should be completed by May 15. Materials and equipment requests should be finalized by this time also.
11. A master schedule is developed by the administrator with the faculty and is available to everyone prior to the closing of the school year.

The dates suggested in the preceding paragraphs may not be satisfactory and applicable in every case. However, such a procedure has merit and a calendar of deadlines is essential for planning.

RESOURCES FOR INSTRUCTION PLANNING

PART TWO: STAFF RECRUITING AND SELECTION PROCEDURES

The most important people in the Lutheran High School community are the students and the teachers. Since a successful educator teaches students and not subjects, and since the teachers transmit the philosophy of the school and the ministry of Christian concern, it is extremely important that the staff be carefully selected and continually evaluated. A Lutheran school is Lutheran because of what it teaches, who does the teaching and because of the atmosphere in which education occurs. The daily contact between teacher and student reinforces and brings life to the curriculum.

The following guidelines can help identify sources for obtaining staff. The evaluation of teaching credentials and the determination of the suitability of a particular candidate for your Lutheran high school is one of the single most important acts of your Board of Directors. The unique quality of your Lutheran high school will best be maintained and communicated when the faculty you engage are synodically trained individuals.

Although much helpful information regarding the selection of faculty is included in the pages that follow, nothing is written here about tenure. This subject deserves early consideration, and a good beginning point for discussion will be the recommended policy on tenure in H06, Part Three.

Although much of the information about prospective staff may be secured prior to the employment of an administrator, it is best that actual calling be done with the administrator present.

The following guidelines should be helpful to the subcommittee and are those recommended for high school staff selection within the Lutheran Church-Missouri Synod.

1. Contact the persons and agencies listed below and secure names of potential staff members:

    a. Your Secondary school consultant.
    b. District Education Executive.
    c. Secretary of Elementary and Secondary Schools of the synodical Board of Parish Education.
    d. The placement directors of synodical teachers colleges.
    e. The Education Department Chairman of Valparaiso and other universities for prospective secondary candidates.
    f. Local congregations for names of potential candidates.

2. Obtain additional information on prospective teachers by sending applications to them. Your Secondary school consultant can assist in drafting an effective application form.

3. Secure additional reference information on candidates by contacting persons who have observed their teaching and/or personal life-style.

4. Determine the salaries to be offered from the approved salary schedule. The preparation of a salary schedule is discussed on page 10 of this document.

5. Determine the number of staff to be employed and the expertise which is desired. Your consultant's assistance will be invaluable.

It is suggested that the subcommittee not move by itself beyond this point. It is imperative that the administrator be involved in the selection and recommendation of staff to the Board of Directors.

6. Arrange for an interview with prospective teachers where such interviews are feasible.

7. Prepare recommendations to the Board of Directors. Be specific about the individuals, their areas of responsibility, and allow for a discussion and choice to follow out of the recommendations. Distribute a description of each person to be discussed so that the final selection can be done with enough pertinent information available to the entire Board of Directors.

PROFESSIONAL AND PERSONAL CHARACTERISTICS

It will be useful to prepare a list of qualifications which the staff of your Lutheran high school should possess. The list does not have to be exhaustive but will aid in your evaluation of candidates. Some characteristics which should be considered are listed below:

1. Professional competencies including certification in the areas of teaching and/or administrative responsibility. A person who does not possess the necessary credentials must be willing to secure them in the near future. It is possible to teach in some states for a year or two while certification is being obtained. This an be determined by contacting the State Department of Education.

2. The age of a person has an influence on his mental and physical energy, enthusiasm, and rapport with young persons. The ages of the staff should be varied to give stability and direction to the program.

3. The candidate should possess a deep sense of ministry and dedication to the task of Christian education.

4. The candidates should have demonstrated stability, qualities of leadership, high standards of integrity, friendliness, and willingness to work with superiors and subordinates.

5. The synodical status of the individual as a called worker must be considered.

It is imperative that the selection of staff members is based on qualifications rather than on sex, race, marital and family status. (Title IX regulations should be taken into consideration.) Every effort should be made to consider persons for every position from both sexes and from minority groups.

PROCEDURES FOR CALLING ACCORDING TO THE LUTHERAN CHURCH-MISSOURI SYNOD

The exact steps to be taken will depend upon whether the candidate is an experienced called worker in the field, an experienced contract teacher, potential graduate of a synodical college eligible for placement, or potential graduate of a non-synodical college or university.

A. Called Worker in the Field - (This is a person who is listed by Synod as a called person.)

   1. Inform the present employer of your intention to place the call.
   2. Prepare the Diploma of Vocation (Attachment #1 or #2) and the cover document which explains the responsibilities of the position, remuneration, and other details.
   3. Forward the Diploma of Vocation and the cover document to the individual.
   4. Inform the District office of the action you have taken.

B. Non-called Worker in the Field - (This person does not have called status within the Synod.)

   1. Inform the present employer of your intention to contact the individual.
   2. Prepare the Teachers Contract (Attachment #3) and the cover document which explains the responsibilities of the position, remuneration, and other details.
   3. Forward the materials to the individual.

C. Graduate of a Synodical College.

   1. Prepare the Diploma of Vocation and cover document which explains the responsibilities of the position, remuneration, and other details.
   2. Prepare the form for the Board of Assignments (Attachment #4). Information is requested on this form together with supplementary information for the person who will be assigned by the Board of Assignments.
   3. Forward these materials to the District President.

D. Non-Synodical Graduate

1. Prepare the Teachers Contract and the cover document which explains the responsibilities of the position, remuneration, and other details.
2. Forward the materials to the individual.

PROCEDURES FOR CALLING ACCORDING TO THE WISCONSIN EVANGELICAL LUTHERAN SYNOD

Under this system application is made to the President of the appropriate District for a list of candidates suitable for the desired position.

The President will generally consult with those Synod groups (e.g. the Boards of Parish Education) and knowledgeable individuals who will provide him with the information needed to establish worthwhile and appropriate call lists. The calling body, your local High School Association, has the usual right to supply names for the President's approval. Those teachers who are called will either have met the Synodical Certification requirements necessary for a regular call, or will be given a limited call which will require work toward certification.

The calling procedure for a high school association is the same as that for a congregation. Your District President, who will already be familiar with your purposes and needs, will be available to assist you in the most important area of your new school's work - its staffing.

PART THREE: GUIDELINES FOR ESTABLISHING A COMPENSATION PROGRAM

The primary purpose of an approved compensation program for staff members is to assure the Board of Directors and its teachers that there is a plan for providing adequate compensation to the teaching staff. The compensation program should be approved and published by the Board of Directors.

It is usually necessary to annually review the salary schedule. Fringe benefit programs and other parts of the compensation package should also be reviewed annually to insure that they are meeting the needs of teachers. The Association will want to be assured that it is keeping pace with new compensation techniques and with other factors which may require changes in the compensation program.

SALARY SCHEDULES

The salary schedule may require an annual adjustment and the following factors should be considered at the time of this review:

- needs of the teachers
- cost of living factors
- ability of the High School Association to support the compensation program
- a comparison with other salary schedules in church supported or public schools

Salary schedules for the teaching staff can take various forms. The two most commonly used schedules are the "Step Schedule" and the "Index Schedule." While both of these schedules are used in various communities, there is often a preference for the "Step Schedule."

A. Step Schedule (Figure A)

The sample Step Schedule in Figure A on page 13 has "years of experience" on the vertical axis and "amount of education" on the horizontal axis. Fixed dollar amounts are established for each step in the schedule.

The "base salary" is the compensation for a teacher with a Bachelor's Degree and 0 years of experience. The remainder of the salary schedule is built around this "base salary." Years of experience are recognized by adding $300 to this base salary for each additional year. Additional education is recognized by adding $250 to the base salary for each additional segment of education. Although your community may wish to choose dollar increments other than the ones just mentioned, the key element of a "Step Schedule" is that additional experience or education is recognized by fixed dollar increases.

B. Index Schedule (Figure B)

A sample Index Schedule is shown in Figure B on page 14. Rather than utilizing fixed dollar increases as we saw in Figure A, the Index Schedule has a multiplier in each of the experience steps and in the additional education steps.

The "base salary" is still for the Bachelor's Degree with 0 years of experience. All of the multipliers are taken times this base salary. At first glance it may appear that the Index has the same net effect as the Step Schedule. It should be pointed out that as the base salary is increased due to cost of living adjustments and other factors in future years, the compensation of the more experienced teachers with advanced degrees will increase more rapidly than they will in the Step Schedule.

The following observations are also pertinent to the development of a salary schedule:

- A well-structured salary schedule can be adjusted annually by simply changing the "base salary"; then all other steps in the schedule are adjusted automatically.

- The salary schedule is usually for the annual compensation of teachers during the fiscal year of July 1 through June 30.

- In many instances where teachers serve for a 10 month period, their salary payments are spread over 12 months.

- The example in Figure A indicates a maximum salary level which can be attained in each educational grouping. In other words, an individual with a Bachelor's Degree could not progress beyond $8,800, even though additional experience was obtained. This maximum encourages the individual to obtain additional education in order to continue progressing in the salary schedule. Each community must determine if it wants to establish maximums, and where the maximum will be established.

INCREMENTS FOR SPECIAL ASSIGNMENTS

Payments for special services are generally handled on an increment program which can be either a "step" or "index" schedule, depending on the preference of your community. Figure C on page 15 is an example of an "index" increment schedule.

Some communities have chosen to establish fixed dollar amounts as compensation for the special assignments rather than the index which is multiplied times the "base salary." Again, the fixed dollar amount has the advantage of not escalating every time the base salary is adjusted. You are free to choose the method of compensation which seems most satisfactory to your community, with one caution. It is recommended that you do not have an index system of increments where the index is multiplied times each teacher's salary. The multiplication of the index times a teacher's salary in the higher compensation brackets results in an increasing cost for the performance of these special services.

Your community can add as many items to the increment list as is needed, provided it does not violate the federal government ruling of "equal pay for equal work." Two increments that have been recently disallowed are the "head of household" and the "dependency" allowances. Even though these increments may seem to have merit, they violate the federal ruling of equal pay for equal work.

FRINGE BENEFITS

Most communities provide programs for their employees as non-taxable fringe benefits. The following are typically offered in community Lutheran high schools:

1. Retirement and medical plans provided by the sponsoring church body or through some other group plan. You are encouraged to write your Synod's Office for all instructions and details concerning the available program.

2. Paid vacations and holidays.

3. Housing allowance.

Other fringe benefits can be added to the list, depending on the circumstances in your community.

The "housing allowance" is a benefit that Ministers of Religion can currently receive. This program can be stipulated by the Board of Directors, but it must be provided for in an annual vote by the Board in order to meet federal requirements. The Board must vote to approve this program in December of the previous year in order for the program to be legal. Since there is frequent misunderstanding about this unique benefit, it would be advisable to contact the sponsoring church body to obtain correct information before establishing policies and guidelines.

STEPS TO BE TAKEN IN DEVELOPING THE INITIAL COMPENSATION PROGRAM

1. Obtain background and resource information which will be helpful to you in selecting a compensation program. The following sources can provide information:

a. Contact the sponsoring church body offices for available pertinent data.

b. Contact the Association of Lutheran Secondary Schools for information about compensation in other Lutheran high schools.

c. Contact local Lutheran elementary schools to determine their practices.

d. Contact local and national officers of Catholic and other Christian and private schools.

e. Obtain local cost of living and consumer price index data.

2. Develop procedures whereby the compensation program will be reviewed and updated annually.

3. Recommend, for Board of Director's approval, a total compensation program including salary schedule, increments for special assignments, and fringe benefits. Also recommend appropriate policies for Board approval which will insure that compensation is adequate and will meet the long-range needs of the staff and the institution.

4. Develop a budget for the instructional area, utilizing the proposed compensation program. The budget is needed by the Board of Directors in their planning, and will also give a clear visual picture of the cost impact of the proposed program on the total financial picture.

SUMMARY

One of the objectives of the compensation program must be to have a plan which can be updated annually and avoids arguments and hard feelings between the Board of Directors, administration, and teaching staff. This can be accomplished by fair and well-defined policies. This procedure aids in the establishment of goodwill and credibility with the teaching staff.

SAMPLE DOCUMENT

FIGURE A

SALARY STEP SCHEDULE - JULY 1, 1975

Yrs. Exp.	Schedule A Bachelors	Schedule B B. A. Plus 15 Grad Sem. Hrs.	Schedule C Masters	Schedule D M. A. Plus 15 Grad Sem. Hrs.	Schedule E M. A. Plus 30 Grad Sem. Hrs.
0	$ 7300	$ 7550	$ 7800	$ 8050	$ 8300
1	7600	7850	8100	8350	8600
2	7900	8150	8400	8650	8900
3	8200	8450	8700	8950	9200
4	8500	8750	9000	9250	9500
5	8800	9050	9300	9550	9800
6		9350	9600	9850	10100
7		9650	9900	10150	10400
8		9950	10200	10450	10700
9		10250	10500	10750	11000
10		10550	10800	11050	11300
11			11100	11350	11600
12			11400	11650	11900
13			11700	11950	12200
14			12000	12250	12500
15			12300	12550	12800
16				12850	13100
17				13150	13400
18				13450	13700
19				13750	14000
20				14050	14300

SAMPLE DOCUMENT

FIGURE B

SCALE INDEX SCHEDULE

YEARS OF EXPERIENCE	FORMAL EDUCATION					
	Bachelors	B.A. Plus 15 Grad. Sem. Hrs.	Masters	M.A. Plus 15 Grad. Sem. Hrs.	M.A. Plus 30 Grad. Sem. Hrs.	Ph.D. or Equiv.
0	1.00	1.02	1.04	1.06	1.10	1.15
1	1.04	1.06	1.08	1.10	1.14	1.19
2	1.08	1.10	1.12	1.14	1.18	1.23
3	1.12	1.14	1.16	1.18	1.22	1.27
4	1.16	1.18	1.20	1.22	1.26	1.31
5	1.20	1.22	1.24	1.26	1.30	1.35

1975 Base - $7,300

SAMPLE DOCUMENT

FIGURE C

INCREMENTS FOR SPECIAL ASSIGNMENTS

(Computed on the Base Salary)

	POSITION	INDEX
I Athletic	Athletic Director	.15
	Head Football (1)	.12
	Head Boys Basketball (1)	.12
	Head Boys Track (1)	.09
	Head Wrestling (1)	.09
	Head Baseball (1)	.09
	Head Golf (1)	.05
	Head Tennis (1)	.05
	Head Cross Country (1)	.05
	Assistant Football (5)	.06
	Assistant Basketball (2)	.06
	Assistant Track (2)	.05
	Assistant Wrestling (1)	.05
	Assistant Baseball (1)	.05
	Boys Intramurals	.04 and .03
	Girls Basketball	.06
	Girls Gymnastics	.06
	Girls Volleyball	.06
	Girls Track	.06
	Girls Tennis	.05
	Girls Intramurals (G.A.A.)	.03
II Department Head		
	Faculty in Department	
	1 to 5	.03
	6 and over	.05
III Special Assignments		
	Job Classification	Index
	Band Director	.06
	Bookstore Manager	.06
	Choral Director	.09
	Curriculum Co-Ordinator	.05
	Drama Director	.06
	Drama Assistant	.02
	Librarian	.08
	Media Director	.08
	Public Relations	.06
	ROTC Activities (2)	.03 + .03
	Student Activities Co-Ordinator	.06

Instructions for Ordering Resources for

PLANNING FOR LUTHERAN HIGH SCHOOLS

Order materials from either of the following Synodical Education Offices:

Board of Parish Education
The Wisconsin Evangelical Lutheran Synod
3614 West North Avenue
Milwaukee, WI 53208

Board of Parish Education
The Lutheran Church-Missouri Synod
3558 So. Jefferson Avenue
St. Louis, MO 63118

Prices are as quoted plus postage. Make checks payable to: Board of Parish Education. Several documents refer to helpful supplementary materials which were not designed specifically for this project. They are not listed below but may also be ordered from the respective synodical office.

H01 GUIDELINES FOR GETTING STARTED . . . . . ~~.50~~ .75

The seven beginning steps of the Exploration Phase (I) with resources.

H02 PLANNING CHART 25

Master outline of basic committee activities and materials for all six Phases.

H03 STEERING COMMITTEE HANDBOOK . . . . . ~~.50~~ .75

Guidelines for the Survey Phase (II) and the Planning Phase (III).

H04 BOARD OF DIRECTORS HANDBOOK 50

Guidelines for the Implementation Phase (IV) and the Operating Phases (V, VI).

H05 "THANKS, WE NEED THAT" - SLIDE/SOUND PRESENTATION $35.00

18 minute visual/oral two slide projectors/cassette player presentation of the values of Lutheran secondary education: 210 color slides, cassette recording, printed script, discussion suggestions, and options for adding local slides and accompanying script.

H06 RESOURCES FOR ORGANIZATION PLANNING . . . . . ~~.50~~ .75

Constitution, bylaws, administrator's job description, and policy guidelines.

H07 "THANKS, WE NEEDED THAT" - BROCHURES . . . . . $1.50 per 100

Series of 3 promotional brochures for mailings, bulletin inserts, and meetings.

H07A "Young People Say - Thanks, We Needed That"

H07B "Parents Say - Thanks, We Needed That"

H07C "The Community Says - Thanks, We Needed That"

H08 RESOURCES FOR ENROLLMENT PLANNING . . . . . ~~.50~~ .75

Strategies for recruitment, enrollment projections, and transportation.

H09 RESOURCES FOR FINANCIAL PLANNING . . . . . ~~.50~~ .75

Funding the feasibility study phases, the first year, and continuing years.

H10 MAINTAINING FISCAL RESPONSIBILITY . . . . . ~~$1.00~~ 1.25

Suggestions and forms for accounting, budgeting, and five-year projections.

H11 RESOURCES FOR SITE AND FACILITY SELECTION 50

H12 RESOURCES FOR INSTRUCTION PLANNING 50

Curriculum development, staffing, and compensation guidelines.

The most effective agencies available to the Church for equipping God's people for ministry are the Lutheran elementary and secondary schools.